



Teaching Guide

Teaching Guide				
Identifying Data				2016/17
Subject (*)	Proxectos 4		Code	630G02016
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatoria	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos e Urbanismo			
Coordinador	Crespo Gonzalez, Cristobal	E-mail	cristobal.crespo@udc.es	
Lecturers	Crespo Gonzalez, Cristobal Martinez Raído, Jose Luis Pedros Fernandez, Oscar Prieto López, Juan Ignacio Rodriguez Blanco, Emilio	E-mail	cristobal.crespo@udc.es jose.luis.martinez.raido@udc.es oscar.pedros@udc.es juan.prieto1@udc.es emilio.rblanco@udc.es	
Web	proyectoarquitecturayciudad.org/			
General description				

Study programme competences

Code	Study programme competences
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A37	Ability to develop functional programs for buildings and urban spaces (T)
A39	Ability to remove architectural barriers (T)
A42	Ability to catalogue the built and urban heritage and plan its protection (T)
A45	Ability to design and execute urban layouts and urbanization, gardening and landscape design projects (T)
A51	Adequate knowledge of the methods of studying the social requirements, living conditions, habitability and basic housing programmes
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.
A55	Adequate knowledge of the relationship between cultural patterns and social responsibilities of the architect
A56	Adequate knowledge of the foundations of vernacular architecture
A57	Adequate knowledge of urban sociology, theory, economics and history
A58	Adequate knowledge of the methodological foundations of territorial, metropolitan and urban planning.
A63	Development, presentation and public review before a university jury of an original academic work individually elaborated and linked to any of the subjects previously studied
B1	Students have demonstrated knowledge and understanding in a field of study that is based on the general secondary education, and is usually at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study
B2	Students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in their field of study
B3	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
B4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist public
B5	Students have developed those learning skills necessary to undertake further studies with a high level of autonomy
B6	Knowing the history and theories of architecture and the arts, technologies and human sciences related to architecture
B9	Understanding the problems of the structural design, construction and engineering associated with building design and technical solutions
B12	Understanding the relationship between people and buildings and between these and their environment, and the need to relate buildings and the spaces between them according to the needs and human scale
C1	Expressing themselves correctly, both orally and in writing, in the official languages of the autonomous region



C3	Using basic tools of information technology and communications (ICT) necessary for the exercise of the profession and for lifelong learning
C4	Exercising an open, educated, critical, committed, democratic and caring citizenship, being able to analyse facts, diagnose problems, formulate and implement solutions based on knowledge and solutions for the common good
C5	Understanding the importance of entrepreneurship and knowing the means available to the entrepreneur
C6	Critically evaluate the knowledge, technology and information available to solve the problems they must face
C7	Assuming as professionals and citizens the importance of learning throughout life
C8	Assessing the importance of research, innovation and technological development in the socio-economic advance of society and culture

Learning outcomes			
Learning outcomes		Study programme competences	
By passing this course, students should be able to:		A34	B1 C1
		A37	B2 C3
- Knowing how to manage intellectual and material tools to undertake the conception and development of an architectural design of a small scale and low complexity.		A39	B3 C4
		A42	B4 C5
		A45	B5 C6
- Know how to relate the different scales of analysis and realization of the project, from planning to detail, including certain elements of constructive definition.		A51	B6 C7
		A53	B9 C8
		A55	B12
- Be able to develop the technical documentation required for a project of low complexity and scale, showing accurately its formal settings and developing certain constructive aspects, and considering basic aspects of technical and planning regulations.		A56	
		A57	
		A58	
		A63	
- Use various tools and techniques to properly handle the processes of creation and ideation.			

Contents	
Topic	Sub-topic
THEME 1 - PROJECT METHODOLOGY I	<ul style="list-style-type: none"> - Conceptual and designing tools. Concept and Project - Methodological Tools. Drawing and Designing - Launch Systems for the Architectural Design - Form, Function and Symbolism
THEME 2 - ARCHITECTURE AND TERRITORY	<ul style="list-style-type: none"> - Design and Architecture: Physical environment and Social context. - Architecture as Landscape, Landscape as Architecture. - Architectures without program, from the referende to the symbol - The detached house. The private habitat - House: building, dwelling, thinking



THEME 3 - INTRODUCTION TO ARCHITECTURAL REGULATIONS	<ul style="list-style-type: none"> - Accessibility and safety of use - Dimensions regulations and habitat, urban conditions and Civil Law - Fire protection in buildings
EXERCISE 1	<ul style="list-style-type: none"> - Urban Analysis - Draft of a symbolic, referential or useful element at an urban scale, with a non-relevant program. - Development of certain building elements
EXERCISE 2	<ul style="list-style-type: none"> - Urban Analysis - Draft of a family house, in a social, cultural or landscape context of relevance. - Development (structural, construction and materials) of the physical materiality of the project.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	A58 B6 B5 C6	2	0	2
Document analysis	A37 A42 B1 B3	0	12	12
Collaborative learning	B4 B2 C5 C4	4	10	14
Directed discussion	A51 A53 A55 C1	5	0	5
Diagramming	A34	0	8	8
Workshop	A34 A39 A45 A63 C3 C8	15	20	35
Guest lecture / keynote speech	A56 A57	15	0	15
Supervised projects	B12 B9 C7	14	20	34
Objective test	B1 B2	1	0	1
Student portfolio	A34 A39 A42 A45 A51 A53 A55 A56 A57 A58 B1 B3 C3 C6 C8	0	20	20
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	In the first classes of this course, different tests will be posed to students in order to know their level of architectural expression. These tests will be done in the classroom.
Document analysis	Before starting the development work material in the Workshop, will proceed to the analysis of documentary sources related to the theme by using audiovisual documents, bibliographical, documentary reports, graphic panels, photographs, models, articles, informational texts , applicable regulations, etc.. The so formed groups (teacher - student) analyze the available documentation and complete it, producing a synthesis of various documentary sources. This analysis is complemented with interventions and architecture professionals from other fields, to be invited to conduct talks and discussions with development of specific issues and personal experiences.



Collaborative learning	The class is divided into small working groups, where students work together to solve the tasks assigned by the teacher. The group is organized to get the most information possible and share it (analysis of the plot, finding examples of regulations, general construction site layout, data or in situ measurements, infographic treatment documentation obtained, etc..). This work is guided by the teacher. Its objective is to optimize both individual and group learning.
Directed discussion	Both the grupal and individual work is exposed publicly to encourage group members to participate in the creative process of self and others, in a free, informal and spontaneous way
Diagramming	The data obtained in the analysis, as well as the intentions of the project, will be expressed in simplified graphic form in the early stages of each job. These are the phases of background information and draft.
Workshop	Projects are developed by combining different methodologies and tests: attending exhibitions and lectures, by discussion of specific problems of the program, etc. The student works mainly on practical tasks in each exercise, always under the support and supervision of teachers.
Guest lecture / keynote speech	Expository teaching is organized around subject content. Periodically, conferences and / or exhibitions related to the topic at hand in each year will be held, in which the rapporteur will present orally and / or graphical information to students.
Supervised projects	It aims to promote independent learning of students, under the guidance of the teacher. It refers to learning "how to do", where the student is responsible of his own formation.
Objective test	There will be an objective test on the contents presented in the sessions, which form the theoretical and normative framework of the subject.
Student portfolio	As a result of their work at the end of the semester, each student will have developed its own portfolio, accessible through the Moodle teaching platform. This document, elaborated through the group sessions and the workshop, will serve as a basis for personnel qualification and student curriculum vitae.

Personalized attention

Methodologies	Description
Supervised projects Workshop Student portfolio Directed discussion	<p>The student receives personalized attention by his/her group's teacher, concerning the work that is developing in the subject and in the Workshop. In the Workshop he/she also will be able to comment and get critical revision by the teachers of other subjects and groups, to compare opinions and criteria and confront them with their own.</p> <p>The student's portfolio will be subject to reviews custom to observe its evolution and verify his/hers own.</p>

Assessment

Methodologies	Competencies	Description	Qualification
Student portfolio	A34 A39 A42 A45 A51 A53 A55 A56 A57 A58 B1 B3 C3 C6 C8	<p>The final result of the whole work done in the course will be reflected in the student's personal portfolio, available and accessible through Moodle.</p> <p>The results will be evaluated through a supervised and guided teaching process, where personal effort and intellectual development of the student should appear reflected in the final documentation.</p>	80
Objective test	B1 B2	Instrumental knowledge contained within the agenda of expository teaching of the course will be evaluated through an objective test.	20

Assessment comments



In order to pass the course, the student must meet the following requirements:

- 1 Deliver all work proposed, under the specified terms and forms.
- 2 Attend the classes and Workshop on a regular basis. A minimum attendance of 80% is required.

The students in any of the following circumstances will be considered as NOT FILED:

1. Do not submit the proposed work as and when due, or submit incomplete. Jobs that do not contain the documentation required in all subjects comprising the workshop will be considered incomplete.
2. Do not meet the minimum attendance requirements.
3. Do not attend the objective test.

According to that established in the memory of the Degree of Architect, the Workshop Board of Assessment will analyze the overall results thereof and shall rule, if appropriate, on specific cases of student assessment.

According to that established in the memory of the Degree of Architect, students who do not pass the two times of each call of this subject must attend the Workshop next year. In this case, the students, in addition to Proyectos 5, must develop the work of the materials that failed in the workshop last year. Tests of different opportunities allow students to complete and modify all or part of the papers presented at the workshop, and to overcome some or all of the subject.

Sources of information

Basic	<ul style="list-style-type: none"> - VVAA (2003). Teoría de la Arquitectura. Del Renacimiento a la actualidad. Taschen - ASCHNER ROSELLI, Juan Pablo (2009). ¿Cómo concebir un proyecto arquitectónico?. deArq (Revista digital) num. 05 - NEUFERT, Ernst (2007). Arte de Proyectar en Arquitectura. Barcelona, G.G. - TANIZAKI, Junichiro (1933). El elogio de la sombra. Siruela - ZUMTHOR, Peter (). Thinking architecture. Birkhäuser - AUGÉ, Marc (). Los no lugares. Gedisa - Aldo Rossi (1966). La Arquitectura de la Ciudad. Barcelona, GG - VVAA (2009). O río no urbano: do Umia ao Danubio. A Coruña, UDC - VVAA (2007). Normas do hábitat galego. http://igvs.xunta.es/ipecos-opencms-portlet/export/sites/default/PortalVivenda/Biblioteca/normashabi - VVAA (2010). Código Técnico de la Edificación. http://www.codigotecnico.org/web/recursos/documentos/Breves lecturas de carácter xeral.
Complementary	<ul style="list-style-type: none"> - DAZA, Ricardo (2000). Buscando a Mies. Barcelona, Actar Publishers - KOOLHAAS, Rem (2007). Conversaciones con estudiantes. Barcelona, G.G. - MONTEYS, X., FUERTES, P. (2001). Casa Collage. Barcelona, G.G. - LE CORBUSIER (2005). Una pequeña casa. Buenos Aires, Ediciones Infinito - PEREC, Georges (2004). La vida, instrucciones de uso. Barcelona, Anagrama - PAWSON, John (1998). Minimum. Londres, Phaidon - HERZOG, J., DE MEURON, P. (2002). Natural History. Baden, Lars Müller - TORRES TUR, Elías (2005). Luz cenital. Barcelona, Col·legi d'Arquitectes de Catalunya - RYBCZYNSKI, Witold (2003). La casa, historia de una idea. Madrid, Nerea <p>Diversos ensayos sobre las componentes específicas del proyecto.</p>

Recommendations

Subjects that it is recommended to have taken before

Proyectos 4/630G01016
Análise Arquitectónico 2/630G01017
Urbanística 1/630G01018

Subjects that are recommended to be taken simultaneously

Construcción 3/630G01022
Urbanística 2/630G01024

Subjects that continue the syllabus



Proxectos 6/630G01026

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.